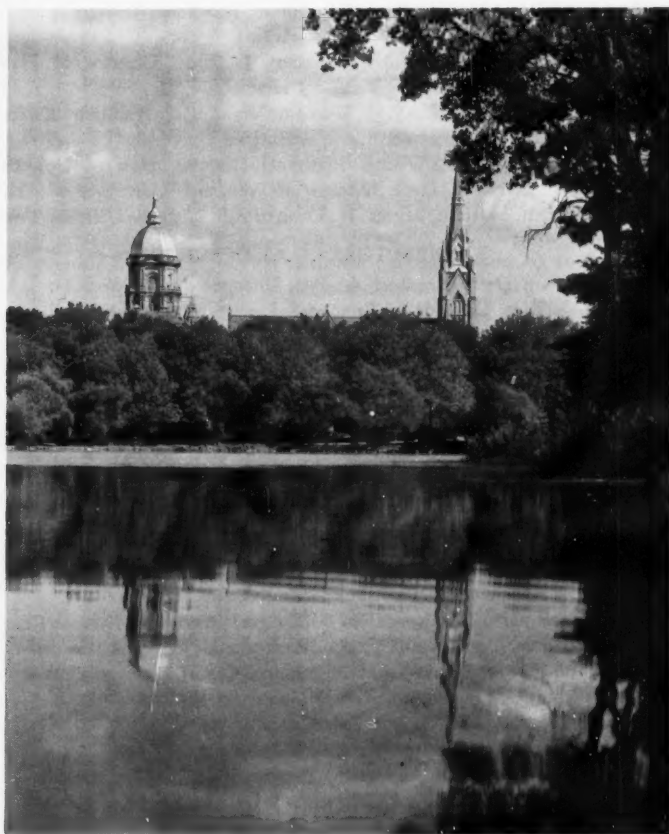


the **Journal**

*of the College and University
Personnel Association*



*Main Building Dome and Sacred Heart Church Spire
University of Notre Dame*

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of the
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“ . . . notes and quotes . . . ”

Seattle, Our 1961 Conference City

"Few cities in the world have been blessed with a setting as extraordinary as Seattle, Washington," says *Buick Magazine*. It continues:

"To the west of the city rise the Olympic Mountains; to the east, the Cascade Mountains; to the north, Mount Baker; and to the south, Mount Rainier.

"The waters of Puget Sound and Elliott Bay border the city to the west. Two lakes lie fully within the city's limits, and a third lake—twenty-four-mile-long Lake Washington—forms the city's eastern boundaries.

"Amid such a setting, how could a city fail to be beautiful? And how could it

fail to enchant the family seeking a northwest vacation center?"

The Centennial Celebration of the University of Washington will be an added attraction to our National Conference, August 6 through 9.

How to Avoid Quarrels

The University of Oregon Union has designed an addendum to contracts for performances by guest artists. The addendum states the type of stage and its facilities, the lighting possibilities, the seating arrangements, the type of piano, and absence of curtain.

This addendum is added to the standard artist contract, with space for the artist or his representative to sign. It is

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an attempt to give additional information to the artists on what to expect in the way of facilities before they arrive on the Oregon campus, thus avoiding misunderstandings and recriminations. The addendum was compiled with the assistance of the College and University Concert Managers organization.

—*The Bulletin* of the Association
of College Unions

Getting the Most Out of Your Coffee

If you are having a coffee break within less than three hours after your breakfast or lunch cup, you are not getting much of a "lift" out of the second cup, according to Doctors Domino and Maiti, researchers at the University of Michigan.

The doctors say that coffee gives a lift twenty minutes after drinking and continues to provide a lift for two and one-half hours. However, while this caffeine is "lifting" you, it also blocks out the stimulating effect of any additional coffee consumed during the period.

"It has also been concluded that ten minutes of calisthenics or other exercise will provide a greater pick-up than coffee in most of today's low energy jobs."

—*Staff News Bulletin*
Indiana University

Who Is Who

Is your mother-in-law in the second degree of affinity or the third degree of consanguinity?

Before you and she get into an argument, those are just terms used by The University of Texas to explain how to comply with the nepotism (appointment

or relatives) rules.

"A relative shall be defined," the University said, "as a person related within the first degree of affinity or the second degree of consanguinity; according to the common law . . . the first degree of affinity includes the spouse of the employee, and the parents, children, brothers and sisters of the employee's spouse.

"The second degree of consanguinity includes the parents, children, brothers and sisters, grandparents, uncles and aunts, first cousins, nephews, nieces and grandchildren of the employee."

—*Chicago Daily Tribune*

Terms of Our Times

Reports on business conditions are perplexing. As we get it, business is so good again that jobs are plentiful for everybody except the unemployed.

"Those economic terms aren't so hard to understand. A readjustment is when your neighbor loses his job. A recession is when you lose your job. A depression is when your wife loses her job."

—*Changing Times*

The average person puts only 25% of his energy and ability into his work. The world takes off its hat to those who put in more than 50% of their capacity, and stands on its head for those few and far between souls who devote 100%.

—Andrew Carnegie

There are two ways of spreading light: to be the candle or the mirror that reflects it.

—Edith Wharton

August 6-9, 1961

Fourteenth Annual Conference

University of Washington

" . . . editorially speaking . . . "

ROBERT W. WILSON

*Personnel Director
Howard University*

Progressive college and university management will surely begin to lean heavily upon the Personnel Office—the one office of that organization whose significant, if not singular, mission is the economic utilization of manpower resources.

Since the great increase in the establishment of Personnel Offices on college and university campuses, successes have been realized in centralizing various personnel activities in one area. Certain of these activities were already a part of the university management-employee relationship, but the Personnel Office has provided guidance toward achieving a more uniform realization of management-employee related purposes and aims. Additional areas of personnel administration have been encouraged as being inseparable from a total program.

At its inception, the Personnel Office was established with a clear-cut—but all-inclusive mission—that of handling employment matters affecting the non-teaching staff of the college or university. The creation of this office was simply a step in following similar action on the part of Federal and State Governments and of industry. Well-defined personnel activities might be traced to the strong roots developed in the period of the Industrial Revolution. Few, if any, major

organizations today do not include personnel management as a major activity. While some progress was achieved during the early part of the twentieth century, the period between the two World Wars seems to be marked with the greatest number of milestones in the general progress of personnel administration in the Federal Government.

Paradoxically, much of the research in human relations has been centered within colleges and universities; yet colleges and universities, as a whole, have begun only in the past ten or fifteen years to include personnel administration within central administration activities. Personnel administration has been slow in getting established on the college campus.

Today, the membership list of our College and University Association contains over 400 colleges and universities. The number of institutions of higher education with comparatively small enrollments compares favorably with the number of larger institutions listed. Personnel pro-

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grams vary only slightly in terms of specific inclusions. Generally, the programs are in keeping with the goals of industry and government, i.e., the economic utilization of manpower resources. Several colleges and universities, supported by state funds, have created Personnel Offices which operate practically as extensions of state Civil Service systems. Most colleges and universities have found, as has industry, that money allocated to personnel administration is not regarded as an expense, but as an investment.

During World War II, because of great manpower shortages, management sought new ways to get the most out of available human resources. Organizations which heretofore may have been classified as conservative in terms of change began to look more and more to the field of scientific management to answer many of their problems. Research in the field of management engineering did much to lead the way towards increased production. It was found that limitations in the form of the "human factor" influenced individual production.

In this framework, personnel administration formalizes such activities as recruitment, selection and placement, classification, wage administration, health, recreation, job analysis, efficiency ratings, training, and employee benefits to provide service to administration towards the goal of successful management.

While great stimulation to personnel administration developed with the impact of World War II and the incident acute manpower shortages, no less a force is present today when the rising costs of education and the tremendous cost of manpower resources are considered. There is a growing concern towards the

pursuit of economies wherever they may be found.

As budgets are analyzed, the proportions allocated to manpower represent a major segment. Logically, it follows that more careful scrutiny will be directed towards value for services. Progressive college and university management will surely begin to lean heavily upon the Personnel Office—one office of the organization whose significant, if not singular, mission is the economic utilization of manpower resources.

Even though the trend to establish the Personnel Office on the campus was slow in gathering momentum, its value beyond technical application in the future will be more quickly realized.

In the next decade, Personnel Administration on the campus will rise to two major challenges. The first will be undramatic and gradual. Assistance in managerial matters of the highest level is already becoming a recognizable mission of many campus Personnel Offices. Budget preparation and review, as related to manpower resources, will become less influenced by fiscal implications than by economical manpower requirements. Concern for proper scheduling, distribution, and work measurement will be expanded to include establishment of better managerial practices, organizational structure, and methods systems. The Personnel Office will be charged with many kinds of management problems, simply because it is equipped to provide a high order of analytical ability and extensive practical and theoretical knowledge to the varied management complexities characteristic of the college or university of today.

The second challenge will be directed

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Staffing Our Expanding Colleges And Universities

FRANK A. IVES

Colleges and universities are major employers. To achieve excellence, these institutions must employ staff members who are capable and who, themselves, desire and demand excellence in performance. This is the personnel challenge of the 1960's.

A sharp climb in the postwar birth rate and the ever larger number of high school graduates going on to college have resulted in the widely publicized enrollment increase in institutions of higher learning. College enrollments increased 40% during the 1950's and are expected to increase 70% during the 1960's. Planning for expansion of physical plant facilities is rapidly taking tangible form in new classrooms, laboratories, residence halls and related structures. The staffing of these new or expanded facilities also requires planning in advance of the date on which personnel are to be employed.

The importance of personnel in the effective operation of the institution should be a major factor in the planning of new buildings. Where the architects and planners are primarily concerned with

providing space for the activities to be housed, at a minimum cost, the possibility of realizing a substantial saving in the item of largest operating cost, i.e., personnel, may be overlooked or ignored. A building is expected to last fifty years or more. A saving in labor cost, over a fifty-year period, could amount to a sizable portion of the construction cost of the building. Many studies have pointed out the improved employee morale and increased efficiency which can be achieved in the careful planning of the work space and the interrelationship of personnel and services. The planning and design of a building is not complete until the needs of the people who will work in the building have been considered.

The Labor Market

Bureau of Labor Statistics figures suggest that increasing college enrollment will have a double-barrelled effect on the campus labor supply. At a time when many more students are going to college, there will be a very small increase in the

Mr. Ives, Director of Personnel, University of Colorado, has been active in affairs of the Association, having served as Director, Vice President, Editor, and host to the Eleventh Annual Conference, as well as assuming responsibilities for special committees and assignments.

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number of workers available in the twenty-five to forty-five age group. This is the group from which most employees normally are recruited. On the bright side, however, is the 46% increase in the labor supply, from the younger (under twenty-five) age group and the 20% increase in the older (over forty-five) age group. Obviously, from these groups, we must find a larger number of our campus workers during the next decade.

As job openings become more numerous in colleges and universities, they may also become more technical. This change will parallel developments in business and industry which have served to increase the demand for professional, technical, clerical, and skilled workers. Campus research activities will require an increasing number of professional, technical, and skilled personnel. At the same time, automation may eliminate some unskilled jobs and raise the level of ability required for the operation of a variety of mechanized equipment. Fortunately, the general educational level of the labor force will be somewhat higher in the sixties.

At the professional and administrative level, the institution faces competition similar to that currently experienced in recruiting faculty. As we seek to achieve excellence in our educational program, we must require excellence in our faculty, administrative, and professional staff. Two alternatives are apparent: (1) recruit people with an established reputation at a relatively high salary level; (2) recruit younger persons who appear to have the potential for excellence at the "going rate" for personnel in the field. A combination of these two approaches may be the best long-range policy. This recruiting procedure assumes that we are utilizing valid criteria in evaluating our

present faculty and staff. Continuous upgrading will be possible when we recognize and reward excellence among present employees. It is a most discouraging experience for a superior employee to find co-workers of known mediocrity advancing at a comparable rate, through general salary increases, or because there is no means of evaluating individual effectiveness.

The areas of recruitment will usually be three in number: (1) the local community from which unskilled, semiskilled, clerical, and some skilled and professional openings will be filled; (2) the regional labor market, including the state and adjoining states, from which skilled, technical, professional, and supervisory personnel may be recruited; (3) the national labor market from which professional, administrative, and technical personnel (in short supply in the regional labor market) may be recruited. The CUPA proposal for a nationwide placement service for college and university business officers will meet a growing need in the third group.

Labor markets vary widely for the many colleges and universities and may be subject to occasional fluctuations of significance to the campus personnel officer. Variations are further influenced by the size of the community, the extent of industrialization in the area, and other factors.

Internal Equity

An orderly recruitment of new personnel is predicated on an established internal system of job classification and compensation. A sound personnel program will include a classification and pay plan based on accurate, current job specifications, a uniform procedure for evaluating

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job classes, and a periodic appraisal of employee performance. The personnel program should include all campus employees, irrespective of the source of funds from which their salaries are paid. The institution which houses agencies of the Federal Government, or other activities not directly controlled by the institution, will find campus-wide policies more difficult to accomplish. Research contracts present a special problem. Research positions may differ from other job classes, and employment in research may be of very short or indefinite duration. The student union may operate independently of other university departments and have different wage scales. Labor unions may have secured wage differentials for their members which are inconsistent with the compensation of other employees. Nevertheless, every effort should be directed toward a common classification and pay plan in the total university area. The institution which does not have an organized personnel program or a central employment office may expect recurrent interdepartmental conflict, unless definite regulations have been established to prevent raiding, offering employees higher salaries, offering a higher rating for the same level of work, etc.

External Comparison

Colleges and universities are major employers in many of the communities in which they are located. In larger cities, the educational institution faces competition for employees from business, industry, and even governmental agencies which may offer better salaries or other attractions, such as Christmas bonuses, profit sharing, or stock purchase plans. In the small community, the college or

university frequently dominates the labor market. Similar considerations influence the policy of the institution in either setting. Competitive salaries can be provided only if information is available concerning the pay offered by other employers. The wage survey is usually utilized in securing pay data. Easily identifiable key job classes comprise the categories covered in the wage survey. The pay grade for key classes will be largely determined by wage survey. The assignment of pay grade and salary range, above the entry level, will be based on the internal relationship of job classes in a series above the key class. Brief job descriptions for the key classes should accompany the survey questionnaire. Many surveys are conducted by representatives visiting the employer, rather than through mail questionnaires. The advantages of this approach are obvious. A survey is most effective if it is a co-operative undertaking, conducted at regular intervals. Fringe benefits constitute an increasing per cent of labor costs and may be covered in each survey, or at other intervals.

Salary data covering professional and administrative positions may be secured from national surveys conducted by recognized organizations, such as CUPA or the U.S. Office of Education, or from special surveys involving selected institutions of comparable enrollment, organization, location, and financial support. Certain precautions must be exercised, since the responsibilities in positions with similar titles may vary widely. A Director of on one campus may be in charge of a well-staffed department providing a comprehensive program of broad services to all divisions of the institution, while a person with the same

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title on another campus directs a one-girl office offering minimum services to a small segment of the institution. The validity of wage data is questionable, unless information is restricted to definitely comparable positions.

Institutions of higher learning exercise a great deal of leadership in the community in business management, as well as in teaching and research. The traditional schism between "town and gown" is to be carefully avoided whenever possible. The institution strives to be a part of the community, rather than apart from the community. At the same time, the college or university is obligated to pay a competitive wage, if it is to employ qualified people. In the small community this may result in a general upward influence on local wages. Moral considerations often enter into the establishment of a "living wage." The educational institution, however financially hard pressed, should not lag behind in providing adequate salaries. We cannot compete unless we compare favorably with, or set, the wage pattern in the community. We occasionally hear the comment that, "universities pay less because they expect less." Such rationalization does not contribute to the excellence which has been established as our goal.

Greater Efficiency

More work may be produced by adding more employees or by better work habits on the part of present employees. Are your employees giving eight hours of work for eight hours of pay? Office hours and laboratory schedules may be allowed to become rather irregular through the influence of a changing teaching program. Do department heads organize the work load to level out the peaks and slack

periods? The academic year normally includes several rush periods and almost as many slow periods. Could the work of a position be adequately performed by a good part-time employee, rather than by a full-time person? Are new positions studied and classified by the Personnel Department, before funds are appropriated? Where could mechanization reduce labor costs and increase work output? Have procedures been reviewed by a methods analyst to eliminate unnecessary steps, duplication of effort, or antiquated practices?

You may find that some things have been done the same way since the institution was founded. How high is the paperwork pile? Some very necessary papers can be unnecessarily handled ten or twelve times in routine processing. Are you satisfied with the preparation applicants offer for your job openings? In-service training programs may be needed. How many of your employees are judged to be promotable? The performance appraisal should help to select supervisory personnel. Are employees encouraged to make suggestions? The person doing a job knows a great deal about the job. Do your employees have a voice in the administration? A representative body may be in order. Where do employees get the "news"? The "grapevine" is not a very dependable means of communication. Is the personnel department properly staffed to do the job you expect of them? The 1960 personnel ratio in business and industry is approximately one personnel employee to each one hundred employees.

A college or university has certain extras to offer in the competition for em-

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Faculty Fringe Benefits

DAVID E. WILLIAMS

In planning for the recruiting and retention of faculty, college and university administrators should undertake to understand more fully the role of faculty fringe benefits as a means to maximize their efforts.

The concept of "fringe benefits" in the academic setting of higher education is one which the average layman might find hard to visualize. For, of the many myths in our contemporary society, few seem more widespread than the traditional image of the contented professor: twelve month's salary for nine month's work, a modest teaching schedule, an atmosphere of academic freedom, coaching the debating team twice a month and an occasional quiet game of bridge on Friday evening. Fringe benefits, it would seem, should be left to the world of industry, where the pressures of work demand more than the base income.

This paper will look into the fallacies of this misconception and will investigate, in part, the philosophy and the extent of fringe benefits in the academic world of university and college faculty.

For purposes of this study, we are con-

sidering "fringe benefits" to be any benefit of employment to the faculty member outside his base income. This definition will not limit us to a "wage supplement" theory of fringe benefits, but instead will give us a wider spectrum of benefits ranging from those with a direct dollar value, such as a retirement annuity, through those of a convenience value as parking, to those of a prestige value as a Faculty Club. Admittedly it would be difficult to draw any fine line between any of these values, for the criteria of value belongs to the recipient. Parking may be a matter of convenience to Professor Smith, but an item of prestige if Professor Johnson has preferred parking over his own.

Returning to our ivy-covered assumption of the academic life, it would take only the sparest of readings, coupled with a visit to several campuses, to reveal that this stereotyped picture of the college campus today is a wide distortion of the facts. And the fact that higher education is no longer the quiet peaceful life of twenty years ago is a significant

Mr. Williams, formerly Personnel Officer for the University Hospital, University of Washington, is currently serving that institution as Acting Director of Personnel.

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point of consideration in the whole question of salary and fringe benefits. For today, higher education is a giant enterprise ready to match in vigor, growth, and problems any counterpart in industry. But with this change in role and status, higher education now finds itself in intense competition with industry to retain within the faculty ranks the lifeblood of its purpose for being.

Success of Industry

The extent of the success of industry in taking faculty members from the campus is not as well documented as the general charges would have us believe. Still, the logic of the argument that the role of the fringe benefits should become more important in the academic setting seems to be as follows:

1. Industry and business are becoming more and more successful in drawing faculty members from colleges and universities.

2. Colleges and universities cannot, because of the nature of their financial means, hope to compete solely on a salary basis with industry.

3. Therefore, colleges and universities should look to the fringe benefit area as a needed supplement to base income.

Proponents of this argument are numerous, and the literature is well-documented as to the apparent lag in salary between the faculty member and his workaday counterparts. One of these is Seymour Harris.¹ He states, "In a generation, the college professor has lost 50 per cent in economic status as compared

to the average American. His real income has declined substantially while that of the average American has risen by 70-80 per cent." (Mr. Harris does not define "average American.")

Others, notably the American Association of University Professors, point up the continuing lag in salary and the resultant threat to the retention of faculty.

Need For Fringe Benefits

The philosophy of the use of fringe benefits to supplement real income for faculty is pointed out by Caplow and McGee in *The Academic Marketplace*.² In part, their text is the result of a study of 237 faculty replacements occurring over a two-year period (1954-1956) in nine major universities. A basic premise from this study is that: "The significance of an academic salary is not measured by how many potatoes it will buy." Rather, they see the question of salary as a combination of base income plus other sustainers to satisfy the needs for additional income and status.

Caplow and McGee concluded that present practices on the fringe benefit question for faculty are unbelievably shortsighted, and do not allow for special recognition nor needs of the faculty.

Paul H. Davis, a university financial adviser, is another author supporting the need of fringe benefits in the retention of faculty.³ He feels that, of all the major problems facing the growth of colleges and universities, the most critical is that of keeping the faculty as faculty. The answer to this, he states, is not salary

¹ Harris, Seymour E., "College Salaries, Financing of Higher Education, and Management of Institutions of Higher Learning," *American Association of University Professors Bulletin*, vol. 44, no. 3, September, 1958, p. 589.

² Caplow, Theodore and McGee, Reece J., *The Academic Marketplace*. New York: Basic Books, Inc., 1958.

³ Davis, Paul H., "How Can We Keep and Enlarge our Faculty?" *College and University Business*, vol. 20, no. 21, February, 1956.

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alone—and this, he claims, is something which industry has known for many years. Davis cites the numerous studies which show that dollar income is not at the top of the motivation list and feels that these findings are valid for faculty members, as well as for their industrial counterparts. It is with the use of fringe benefits, he concludes, that much can be added in meeting the needs of the individual faculty member for recognition, appreciation, and the satisfaction of achievement.

Woodburne adds to this feeling in greater depth.⁴ His basic premise is that colleges and universities have not kept abreast with most business corporations in their personnel policies and procedures for faculty. This, he feels, is unfortunate, for to him, higher education will never be able to match industrial salaries, but rather must rely upon fringe benefits to retain the services of faculty. He states, "Fortunately, the college faculty are interested in doing a good professional job more than they are in having the highest salary, provided the difference is not too great. For such professionally devoted staff the fringe benefits may keep a faculty together which would otherwise disintegrate."

Faculty members speak on the subject of benefits in a short, but revealing, report by Charles L. Gary.⁵ Discussing a brainstorming session on "Improving Faculty Morale" with his Austin Peay State College colleagues, Professor Gary reports that the group decided that the "traditional values" of colleges are not

enough to hold faculty when salary was a limiting factor. In this particular brainstorming session, half of the suggestions for improving morale fell directly in the fringe benefit area: faculty lounge, free tuition for children, free tuition for wives, better parking facilities, and recognition for length of service.

Although many writers would call for more generous benefits to faculty members, Bartz points out several considerations that would check the indiscriminate use of benefits to upgrade the faculty position.⁶ It is his contention that many colleges are already too generous in their unplanned use of benefits as an inducement for continued employment, and that a long-range effect of such unplanned action might well lead the faculty into a situation now found in the military, i.e., a moderate base income with all other needs supplied by the institution.

Brooks, however, while doubting that there will ever be enough money per se to meet the faculty needs, sees fringe benefits as having "the same possibilities and limitations in the academic world that they have in industry."⁷ He cites three advantages for a planned, yet non-paternal, program of benefits in the academic setting:

1. *To Provide a More Realistic Income Based on Need.* Example: The cost of a dependent's education comes before maximum income is normally attained. If a two per cent salary increase was given, the addition in disposable income would be slight. However, if two

⁴ Woodburne, Lloyd W., *Principles of College and University Administration*. Stanford, California: Stanford University Press, 1958, p. 54.

⁵ Gary, Charles L., "We Brainstormed Faculty Morale," *Liberal Education*, vol. 45, May, 1959, pp. 302-305.

⁶ Bartz, William J., "The Salary with the Fringe on Top," *College and University Business*, vol. 20, June, 1956, pp. 31-32.

⁷ Brooks, Robert R. R., "Salary with the Fringe on Top," *Association of American Colleges Bulletin*, vol. 41, no. 2, May, 1955, pp. 328-332.

per cent total faculty payroll were applied to a tuition exemption program for dependents, there would be a substantial increase of dollar value to the faculty member.

2. *To Provide for Compulsory Savings.* Example: A three per cent salary adjustment might have only limited increase in disposable income. However, that same three per cent of payroll put into a sabbatical leave program would provide an opportunity for travel and study which otherwise might not be possible through an ordinary savings program by the faculty member.

3. *To Provide for Economies of Group Activities.* On an individual basis, it would be difficult for most faculty to enjoy the benefits provided through use of college facilities and services, i.e., swimming pools, discount buying, etc.

Faculty Fringe Benefits vs. Industry

We should note that while there is a generous plea for more fringe benefits for faculty, others have indicated that the faculty member may be better off in this area than might be first apparent.

Greenough and King, in discussing the basic benefits of retirement, insurance and medical programs, feel the faculty member does more than hold his own.⁸ They give considerable credit to colleges and universities in their statement that, "Compared with other employments, higher education as a whole is offering superior benefits."

In an exhaustive study of major bene-

fit areas, i.e., retirement, insurance, medical, and disability programs, the same authors cite the growth of faculty benefits over the past twenty years.⁹ From 1939 to 1959 college participation in these programs has increased enormously, so much, in fact, that colleges have earned for themselves a mark of distinction for pioneering in benefit planning. The first Blue Cross plan was begun at Baylor in 1929, and today more than 80 per cent of American colleges offer some form of hospitalization insurance. In the field of life insurance, more than 90 per cent participation from colleges is found. While these are marks of measure, the authors point out that industry has quickly closed the differential colleges once enjoyed. In 1940, 350 colleges had retirement plans compared to some 1,500 business firms. However, by 1959 the college participation had grown to only 1,000, while industry had grown to some 45,000 participating firms.

This information suggests that the current demand for improving faculty benefits may be motivated by more than "pirating" or "lag" reasons alone. In this regard, I submit Williams' Postulate that much of the fringe benefit concern stems from a decline in status of the academic profession. Where once the faculty member enjoyed the prestige of the physician in the community (though never the salary), his role in the community has been diminished by the growing place of the Engineer, the Advertising Man and the Production Manager. Even on his own campus, he finds himself at times taking back seat to the demands of the student

⁸ Greenough, William C. and King, Francis P., "Recent Developments in Retirement Planning," *American Association of University Professors Bulletin*, vol. 45, no. 4, December, 1959, p. 502.

⁹ Greenough, William C. and King, Francis P., *Retirement and Insurance Plans in American Colleges*. New York: Columbia University Press, 1959, p. 4.

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and the nonacademic staff. It seems little wonder, then, that a desire for a greater degree of value items over and above base salary is a prominent need of college and university faculty at this time.

Extent of Faculty Fringe Benefits

Having reviewed the philosophy of need for faculty fringe benefits, to what extent are such benefits found? The literature, quite naturally, reveals wide differences in the type and scope of such benefits. No two colleges have the same program, and even when benefits parallel one another from college to college, they may be the result of unplanned, rather than planned, efforts by the administration.

But one point is clear. As reported by Serbein, "Virtually all major colleges and universities provide fringe benefit programs for their faculties in some measure."¹⁰ And following Serbein, we will review these benefits by his classification of "major" and "other."

Under the "major" category are included the following: retirement, FICA, group life insurance, medical benefits, and group disability insurance. Serbein's report, a study by Columbia University, reviews a survey of 49 institutions "selected on the basis of their national or regional academic excellence."

Significant findings for the major programs from Serbein, as well as from other authors, follow:

1. *Retirement.* This is the core benefit of the major programs, since its format will often be the base from which the others will be developed. Its importance is reflected in the extent to which it is

detailed in the literature. Greenough and King, alone, devote 100 pages to the administration of a retirement system.¹¹

A mark of the retirement program is the contribution made by both the college and the faculty member. In Serbein's study the contribution by the faculty member varied from no contribution to as high as 55% of the premium cost.¹²

In a "Big 8" and "Big 10" survey by Krough, college contributions ran from 4% to 10%, while individual contributions were from 3% to 7½%.¹³

Summary: Retirement programs are the most extensive of all faculty benefits. They would appear to have the highest "value" rating to the faculty member, but plans have wide variance in both coverage and contributions.

2. *FICA* (Federal Insurance Compensation Act). The extension of Social Security coverage to private colleges in 1951 and to state colleges in 1955 marked a significant improvement to the faculty benefit package. Today, 97% of faculty in private colleges are covered by the Act, and in state colleges 89% of the faculty are covered.¹⁴

3. *Group Life Insurance.* Fifty per cent of Greenough's surveyed colleges now have in force some type of group life insurance, generally term insurance with no cash value.¹⁵ This coverage represents two-thirds of college faculty. As

¹⁰ Greenough, William C. and King, Francis P., *Retirement and Insurance Plans in American Colleges*, op. cit.

¹¹ Serbein, Oscar N., op. cit., p. 18.

¹² Krough, Harold C., "Faculty Retirement and Insurance Programs in Midwestern Universities," *American Association of University Professors Bulletin*, vol. 45, no. 2, June, 1959, p. 205.

¹³ Greenough, William C. and King, Francis P., *Retirement and Insurance Plans in American Colleges*, op. cit., p. 5.

¹⁴ *Ibid.*, p. 111.

¹⁵ Serbein, Oscar N., "Fringe Benefit Programs and Salaries in 49 Colleges and Universities," *Higher Education*, vol. 14, October, 1957, pp. 17-22.

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In retirement plans, qualifications for eligibility, as well as faculty contributions, will vary from school to school. In the Serbein study, 19 of the 38 institutions providing coverage also made the plan available to retired faculty.¹⁶

4. *Medical Benefits.* These benefits are of two types: (a) basic hospital-medical insurance and (b) major medical coverage. The extent of participation is greater in (a) in both the Serbein and Greenough surveys, with more than 86% of 971 institutions reporting same coverage.¹⁷ Four-fifths of these plans were reported to be of the Blue Cross arrangement, although only one-third of the institutions make any contribution to the plans. In this manner, most colleges provide only "sign-up" facilities for one or more plans that may include coverage for the faculty member or his dependents.

In the major medical category there is even less participation by colleges than in basic medical plans. Only one-third of the colleges offer such programs, although there has been a rapid increase in this area since the introduction in 1948 of the concept of providing a plan for medical coverage over and above "normal" medical expenses.¹⁸

5. *Disability Insurance.* This form of insurance is the newest to join the major type programs, and, as such, the extent of participation in formal programs at present is quite limited. Provisions for such coverage range from a liberal extension of sick leave to contract programs of both short-term and long-term disabilities. (For short-term disabilities, most colleges decide each case on an individual

basis, with salary continuation as needed.) Other disability assistance can be found in the use of Workmen's Compensation, early retirement for disability, and disability provisions under Social Security. Eligibility for any of these varies widely from college to college.¹⁹

As we can see, the use of these major programs provides a base which is the heart of the faculty benefit program. As a group, they provide either a direct increase to the faculty member when the institution is a contributor, as in retirement or FICA, or the economies of group buying in the case of life insurance, medical, and disability insurance.

Other benefits available for faculty, while of less impact, are certainly greater in numbers than the major programs. Those which have been documented in the literature include the following:

1. *Educational Benefits.* While this grouping can include tuition exemption for the faculty member, his wife and children, the greatest emphasis is for tuition exemption for dependent children at the college level. Serbein reports that 32 institutions in his survey of 46 provide tuition exemption for faculty families.²⁰ Of this group, 21 participated in the Tuition Exchange Program, a group of more than 200 member colleges and universities who allow tuition exemption interchange. The question of the appropriateness of this benefit is raised by Button.²¹ He indicates that state colleges may have a legal question to explore in this regard. In addition, several state colleges feel that to allow tuition exemp-

¹⁶ Serbein, Oscar N., *op. cit.*, p. 18.

¹⁷ Greenough, William C. and King, Francis P., *op. cit.*, p. 129.

¹⁸ *Ibid.*, p. 139.

¹⁹ *Ibid.*, p. 20.

²⁰ Serbein, Oscar N., *op. cit.*, p. 9.

²¹ Button, Daniel E., "To Fee or Not to Fee," *College and University Business*, vol. 24, June, 1958, pp. 23-24.

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tion for faculty dependents would be to discriminate against other state employees not allowed this opportunity.

2. *Housing.* Kretschmer reports a survey of 12 midwestern schools on their approach and philosophy in providing faculty housing.²² He found that each of the surveyed schools did not believe it had any obligation to provide permanent housing for faculty. Each did feel an obligation to furnish or assist in locating temporary faculty housing. Serbein supported these feelings in his larger survey, but also indicated a significant assist to faculty with 19 institutions providing mortgage funds at "attractive" interest rates.²³

3. *Other Benefits.* Serbein reviews the extent of other benefits as part of the improvement of working facilities.²⁴ All of the following were reported in some degree of existence: reimbursement of travel expenses, sabbatical leave, office facilities, parking, emergency loans, subscriptions to journals, discounts.

Benefits not reported on, but certainly in existence, could also include: faculty clubs, use of campus facilities (library, swimming pool, etc.), military leaves of absence, reduced rates for campus events, vacation, sick leave, and holidays. Perhaps even the question of tenure and the availability of consulting opportunities should also be explored as proper areas of the fringe benefits for faculty.

Question Areas

Where do we now stand on the benefit question? Certainly a mere listing of

such benefits is not a sufficient measure of what constitutes a "good" or "poor" benefit program. An institution may have many benefits, but with little or no depth to any of them.

However, this review of the philosophy and extent of faculty benefits does raise several question areas.

1. *How great is the exodus of faculty from the campus, and what are the reasons for their leaving?* In spite of demonstrated salary lags with industry, there is little documentation of the relationship of this lag to actual losses to the business world. A better understanding of this relationship, if any, would enable college administrators to plan for, rather than "keep up with the Joneses," in the fringe benefit area.

2. *What are the cost implications of benefit programs?* The cost question seems to be one that has been glazed over only lightly with inferences that, "The cost is minimal in relationship to the return." I would suspect that a better knowledge of actual costs might lead to a better utilization of the benefit dollar available.

3. *How effective are college administrators in selling what they already have in the way of faculty benefits?* The extent of benefits presently found is more generous than one might imagine. Certainly this is true in the larger and more prominent colleges and universities. But how well do the faculty know, or appreciate, the values received from, these programs? An "employee education" program should not be limited to the industrial setting!

Finally, there seems no doubt that the concept of fringe benefits, so normally

²² Stickler, W. Hugh, "Sabbatical Leave in the State Universities and Land Grant Institutions," *Higher Education*, vol. 14, March, 1958, pp. 118-119.

²³ Serbein, Oscar N., *op. cit.*, p. 20.

²⁴ *Ibid.*

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Communications

JOHN OUTLER

How can we improve our ability to communicate to one another and thereby improve all communications? If we cannot communicate with each other, it is almost impossible for our most modern communication equipment to be effective.

The subject of "Communications," is an all-encompassing topic. It encompasses every phase of the life of mankind throughout history. I am not being facetious when I say that it would range from the metaphysical question, "When a tree falls in the forest and there is no ear to hear it, is there sound?" all the way to a "wolf whistle;" from television to tomtoms; from classified advertising to smoke signals; from a Summit Conference to a hungry baby's cry. Radio, newspapers, magazines, wireless telegraphy—we could name a long list of methods by which man attempts to communicate with man. I attempt to communicate with you. You, I dare say, attempt to communicate with your boss. Each of us attempts to communicate with each other.

In order to get to the source of problems in communications, it is necessary to narrow this subject down to its basis—man's attempt to communicate with man. This is where problems begin and where

the effort toward solutions should be applied. How can we improve our ability to relate to one another and thereby improve all communications?

I am reminded at this point of a story about a farmer who went into town to buy a mule. The sales talk was to the effect that this was the best trained mule available. The mule trainer alleged that the mule was well trained and would do anything the owner asked him to do, if the owner was patient, gentle, spoke clearly, and gave the right commands. Elated, the farmer bought the mule, took him home, and went into the field to plow. Very gently and clearly he began to give the familiar commands, but the mule did not move. The farmer stayed with the mule about three hours, because the mule trader had told him to be patient. But he finally gave up, left the mule in the field, and went back to town to get the mule trader, who agreed to return with him to investigate. When they arrived at the farm, the mule was still standing there. The farmer began to explain that he had followed instructions, but before he could finish, the mule trader picked up a large stick and began beating the mule over the head. Com-

Mr. Outler, Director of Personnel, Emory University, presented this talk at a recent Institute for Clerical Workers, sponsored jointly by the Georgia Employment Agency of the Georgia Department of Labor and the Georgia Chapter of the International Association of Personnel in Employment Security.

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pletely amazed, the farmer stopped him to get an explanation of this action in lieu of the kind treatment instructions; whereupon, the mule trader verified that the farmer's understanding was correct, but he stated, "You have to get the mule's attention first!"

Many Barriers

There are *many barriers* that inhibit our ability to relate to each other. Even with all the techniques, all of the various machines, and all of the various organizations we have that assist in the process, we must solve the problems and eradicate the barriers that develop at the interpersonal level, which, as I have mentioned, is the source-spring of any human communication.

You have heard the story about the couple who were celebrating their fiftieth wedding anniversary after fifty years of what had appeared to the community to be a perfect relationship. At the celebrations a young girl who was to be married consulted the elderly woman on the secret of fifty years of happy married life, during which, as far as was known, they had not had a fight. She answered by relating the following story: "Right after our wedding we jumped into our carriage and started out towards our new home. Nellie, our mare, after about a mile, stumbled; whereupon, John said very quietly, 'That's once.' Nellie straightened up, and we went down the road a little further, and Nellie stumbled again. John said very quietly, 'That's twice.' We were just about home when Nellie stumbled the third time, and John said, 'That's three times,' and he pulled out a gun and shot Nellie right in the head. I was shocked and amazed, and for five minutes I gave him a piece of my mind. When

I finished, John said very quietly, 'That's once.'"

Many personality characteristics affect our ability to communicate with each other.

Fear

Fear has its effect. How many of us hesitate to enter into a conversation for fear that we won't be understood? As in the case of our happy wife in the little story, fear of reprisal inhibits us. We are afraid that if we are wrong we will have to suffer some degree of embarrassment. In short, we should examine ourselves to see if our fears, whatever they may be, are causing us not to be able to make our point.

Impatience

The next characteristic is impatience. Everybody tends to be impatient. Your boss wants you to do something twice as fast as is possible, causing you to project your anxious feelings to someone else, and we all get in a state of anxiety. Or perhaps we don't wait for a response when we are speaking to someone. You expect the other person to get what you say, and you turn away without waiting for a response. *There is no communication if what is sent is not received.*

Inattentiveness

The story about the mule is perhaps an adequate analogy for many of us in that we are seemingly as inattentive as the mule. I am sure also that *we* would like to use a stick on the head of some people, as inattention cripples interpersonal communication. You are probably thinking that the only way to get some people to listen is to hit them on the head. Well, I'm not talking about the

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to do with language. The Voice of America, when broadcasting into Russia, uses the expression, "fair play." "Fair play" in the Western world has a classic meaning which I need not define. To the Russians it has to be translated "play by the rules," as they don't have these exact words in their language. So when you talk to the Russians about fair play in trained than ever before in the use of their native tongue. Let's ask ourselves to define a few simple words we use every day. When we say something is "funny," what do we mean? As my wife says, "*funny* peculiar or *funny* ha-ha?" How many times a day do we say something is "good," or "that's nice." Of course, the two most popular words in our jargon are "unh-huh" and "unh-unh." Use words which have a clear meaning. I know we can't carry a dictionary around with us, but we can take more time to try for the word that is most accurate in describing the point we wish to make.

One of the great difficulties we have today in dealing with the Russians has other person's inattention, but about your inattentiveness to whether he or she hears or understands. We feel sometimes that it is the other fellow's business to get what we say. In other words, if I'm talking, it is your business to listen. If you are interested in good interpersonal communication, as I hope you are, then take note that when you're talking you have the total responsibility for the conversation. You should be attentive to your subject's ability to understand you and not just expect him or her to listen.

Inability To Use Language

A fourth item, which is national in scope, is inability to use our own language. Americans are probably less well-

terms of world diplomacy, they say, "play by the rules? What rules?" The meaning of the expression is completely lost.

Have you ever talked to a person who thinks he is always right? Well, don't smile—because I dare say each one of you at one time or another has felt that you were right and that the other person was wrong, and you closed your ears to whatever he or she had to say. It might have been important.

Tone Of Voice

Now let me say that none of these things if improved on—if we become less fearful, if we are more patient, more attentive, and more definitive—will improve us if we don't pay attention to our tone of voice to see that it correlates with our verbal expression. Try talking to yourself in the mirror. You might find a clue to your inability to communicate. If used sincerely and with correct timing, a smile may be worth six sentences.

Projection Of Personality

We sometimes feel that what we say is all that counts. We believe that the fellow who gets in the most words usually will get his point across. Sometimes it makes very little difference what you say; the important thing is *how* you say it. Not only your words, but the tone of your voice, the expression on your face, the position in which you are sitting or standing, all combine to project your total personality. We project our personalities when we are communicating with someone; not only is he listening to us, but he is *reading* us in a real sense. When I am interviewing an applicant for a job, I, of course, listen to his words; but, *more important* to me is his projection

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of his whole self. You can begin to notice things about people's reaction to you by knowing that you are projecting yourself when you are trying to communicate with them.

Here we can take our cue from our children who seem to know what we really mean by watching us even when they disregard our words. Try scolding a child when you don't mean it.

Level Of Understanding

I want to enlarge on what I said about our personal responsibility for communication when we are talking. All of us communicate on a certain level. Some can understand Einstein's ideas, and some can't understand Dennis the Menace. Knowing this, we have the responsibility to seek the other person's level of understanding. By illustration, professors at Emory University are able to communicate with a janitor in their building. This does not mean the professor has to grovel or the janitor has to strain. Each senses the other's level and tries to meet him on his level as best he can. Obviously, there is a difference in the cultural and environmental background, education, and economic situation, but they can, and do, communicate because they are sensitive to each other. You have to seek the other person's level. A lawyer, when talking to a jury, seeks their level. He could not stay in business if he did not. A politician must seek the level of his constituents. Here I don't mean for you to compromise. I mean for you to communi-

cate. Parents know that you have to seek the level of children in order to communicate with them.

Three-Headed Monster

We could go on and on discussing all the things we could do to improve our ability to relate to each other individually, but we inevitably would come to the "three-headed monster"—what I thought I said-what you thought I said-what I really said. In many conversations these facets have three entirely different meanings. Only until you can bring all three meanings into one, will you kill this beast which harrasses us all.

Maybe I should have talked today about letter writing or about how to improve your telephone personality or, with a subject so broad, I might have gotten away with a speech on the Morse Code. To me, however, all communication begins with our ability to relate to each other, person to person. When we cannot communicate and relate to each other interpersonally, then it is almost impossible for all of our modern techniques and electronic equipment to be effective.

As Aldous Huxley has said, "There's only one corner of the Universe you can be certain of improving, and that is your own self."

So examine yourself, and go to work. Go that extra mile to establish with someone a quick, warm, understanding relationship without affectation.

Communication begins here, or it never starts.

Developing Personnel Leadership in the Independent College

JOHN A. BAIRD, Jr.

"The average college personnel administrator has no fear of competition for his job. Indeed, he often works alone, a solitary figure on a plateau between the custodial personnel and the councils of the most high. It is difficult to secure another to do the work, and he knows it."

What motivates a man? Which are the forces that drive him to his best performance level? In our day, does the old adage about the hesitant burro still apply? Has the president of a small independent college any recourse in building administrative personnel leadership on the campus, aside from the application of the proverbial stick, or the enticement of a figurative carrot?

In the business world a familiar figure is the bright young man in the grey flannel suit. Many who progress in the exciting and dangerous scheme of corporate life advance on fear. They do their work ever aware that there are others pressing close behind. One bad slip may mean dismissal or transfer to the company "bad lands"!

Others are driven by the promise of

riches. An adding machine salesman covets the prize trip to Miami and perhaps a mink cape for his wife. A junior executive eyes the vice-presidency just beyond his grasp, and a third strives for his big chance in a stock-option bonus plan. These men are not to be condemned as greedy. Security and financial stature are very tangible goals and definite rewards.

A third group in commerce and industry produce for power. For these there is the satisfaction in the gaining and wielding of authority. It may easily transcend the lure of riches. Administrative power can be obvious and boldly shown by a desk the size of a ping-pong table, or a company car, or even a plane at the executive's disposal.

The power can also be securely held and exerted in subtle ways, but with equal satisfaction to the ego. Some men of great influence in corporate life hide behind innocuous titles and still eat lunch at the automat!

Mr. Baird serves as Assistant to the President of Eastern Baptist College, St. Davids, Pennsylvania.

DEVELOPING PERSONNEL LEADERSHIP IN THE INDEPENDENT COLLEGE

The independent college is a different world. There can be no reliance on fear or greed nor desire for position to stimulate performance on the part of the non-academic staff. Both the stick and the carrots must be thrown out of the window!

No Fear Of Competition

The average college personnel administrator has no fear of competition for his job. Indeed, he often works alone, a solitary figure on a plateau between the custodial personnel and the councils of the most high. It is difficult to secure another to do the work, and he knows it.

Low pay, meager benefits around the fringes, no paid vacations in Nassau for extra performance, and no Christmas bonus mean the college cannot rely for a minute on the appeal of tangible financial reward for a job well done.

Outranked by faculty members, often jealous of their own position, the personnel officer in the small college also finds himself in a social no-man's-land. There is precious little opportunity here for the school to beguile the nonacademic administrator with prestige or the trappings of status which go to those with responsibility on Madison Avenue or Wall Street.

What then is the answer to this seemingly dreary state of affairs? Why do men of merit go into the work? How can the private college possibly cope with these odds?

No Single Answer

There is no single answer; there are several. The first concern is careful recruitment for the top of the campus non-academic management. Build down! Instead of taking the easy course and automatically promoting a subordinate staff

member with long years of service to the job, define the position in a careful study, and then, unless a present employee is definitely the best possible candidate, seek one elsewhere.

This is not easy. A retired officer from the armed forces may be available and have the proper qualifications. A corporate executive eligible for retirement benefits, but well below mandatory severance age, is another possibility. After years of endless travel and company intrigues, the new problems of campus management may have definite appeal for such a man. The candidate must, however, have experience as an administrator. He must also have a feeling for the change of pace involved in coming to college life; and, above all, he must possess complete professional and personal integrity.

Service

Ordinarily a man, such as this, is not found in a day. This means his employment should be anticipated by trustees and president. The challenge to this man is a seven-letter word, *service!*

He must be sought, employed, and motivated by this idea. The college is to depend upon him to "run" the organization as a service to the community, to young people, and to the church. A man convinced of these ideals will outpace the fearful, the avaricious, and the merely ambitious.

Organization charts are familiar objects today. Some suffice with a few naked lines. Others rival an abstract painting in their complexity and apparent ambiguity. The important thing is to have a plan of authority and responsibility distribution which is clearly understood by all on campus.

The two must go together for good

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management. Our college personnel administrator will be made responsible for certain work; but this is unfair to him, unless he possesses the authority needed to carry out his job. This ordinarily means hiring and firing subordinates, signing contracts, and making endless decisions within his prescribed area of college life. It also means that a climate must be created by the president's office which makes clear to all on campus that these decisions are subject to change by higher authority in only the most extraordinary circumstances.

The professorial habit of endless discussion can lead to low morale and possible disaster if permitted to carry over into the personnel management program of the college. This is not to advocate an arbitrary manner or attitude for the personnel administrator; indeed, he must be able to cooperate with genuine friendliness with both faculty and students. It is to emphasize, however, the vital fact that the personnel officer has the right to expect the support of his superiors in the normal course of college life. If his management decisions are easily overridden or changed by the exertion of a little pressure, an impossible situation is created.

Creativity And Imagination

The best way to develop the full skill, leadership, and judgment of the nonacademic officer is to encourage his creativity and imagination. Much of life in the personnel office of a college or elsewhere is routine and pedestrian. The academic calendar is cyclical and tends to confine much campus activity in a monotonous spiral. Special care must be taken at this point, for it is here that the greatest block often occurs in institutional management.

"Playing it safe" is a curse everywhere. In large corporations, however, despite the loss to the company involved, when executives follow this practice, there is enough talent in the firm to make this waste less apparent. In the small independent college, with its extremely limited staff, this practice can result in the complete loss of the able administrator to whom service is the watchword.

Contrived conformity to the past is a disease. It must be prevented by an alert presidency aware of its danger. And every effort must be made to encourage the personnel officer to pioneer within his area of responsibility, to think creatively, to attack problems in new ways, and to use his imagination in developing proper solutions to these problems.

"Playing it safe" can take another form. It can go beyond the laziness of a routine performance. It can drift into outright obsequiousness. Few would admit to liking sycophants, but an institution is often prone to encourage them without realizing it. Every level of management, beginning with the board of trustees, should review its own policies and attitudes on this score. Flattery from a subordinate and an overreadiness to agree on every subject may ease the tensions of a rigorous day. They are not, however, a substitute for dynamic administration. The wise leader will be alert to these danger signals and discourage them.

The personnel administrator will perform at his best if genuinely motivated by the desire for service and wisely stimulated to work creatively. If those charged with the task of finding, training, and developing these men will keep these factors clearly in mind, the old-fashioned sticks and carrots can be thrown away!

The Business Personnel Organization In The Small College

RAY WIEBE

The subject of small college business organization structure, although containing intangibles, remains a challenge to develop methods and units of measurement for institutional comparison purposes.

Introduction

The modern, growing small college demands a variety of specialized services from its business officials. Since this staff is numerically limited in any small institution, each individual employee must be able to perform a number of diversified skills. The organization of a small business office is characterized by a limited horizontal span of control. At the same time, an intense, fully coordinated, vertical hierarchy may also be functioning.

The small organization, in order to achieve some respectable degree of efficiency, must capitalize on its face-to-face, more informal relationships in the successful exercises of the specialized business functions. A minimum number of

levels of responsibility characterizes the small organization. Often there is only one level of delegated responsibility between the chief business officer and the lowly student janitor working on a part-time basis. This intervening level often functions as a type of combination technical specialist and job foreman. An example of this might be the Superintendent of Buildings and Grounds who:

- a. Performs mechanical repairs, such as on power mowers and power saws;
- b. Supervises the two-man painting crew;
- c. Directs the eight student janitors.

In this paper, the phrase, small college, shall refer to the typical resident student liberal arts college with an enrollment of 1,000 students or less. The classes of employment performing some type of business function often are five in number. First are the generalists, the chief officers. Then we have a staff of specialists, such as accountants and dietitians. The middle or third class could be thought of as including the office secretaries, typists, and skilled tradesmen. The fourth class would

Mr. Wiebe has been a member of the administrative staff of Tabor College, Hillsboro, Kansas, since 1954, and since 1960 he has served as Business Manager and Coordinator of Development. His article in this issue was presented as a research paper for the 1960 College Business Management Short Course, Municipal University of Omaha, and it has been abridged slightly for publication in THE JOURNAL.

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include common labor and casual employees. The part-time employed students would make up the fifth class of employment.

The proportional growth of business office staff, as the student enrollment increases, allows for more specialization in job content. John Dale Russell speculates that, "Whenever the enrollment reaches a figure in excess of one hundred or one hundred and fifty students, experience seems to indicate a necessity for a separate office for the management of business affairs."¹ This prominent authority further develops the problem when he states that, "At present no standard exists by which the number of staff members required for adequate service in the business office of a given college or university can be determined. The question, 'Is this business office either understaffed or overstaffed?', cannot be answered by reference to any established norms. This lack of information contrasts sharply with the situation in the academic organization, where measures and standards for instructional staffing are rather well established."²

The depth of involvement of business office personnel in the planning and construction of new buildings may also influence the size of the business office staff in relation to student body or size of faculty. Paul K. Nauce feels that, in colleges with day school enrollments of fewer than 600 students, the organizational structures and business management arrangements have not become fixed but

are in the developmental stages.³ In small colleges, the question is raised as to at what point do bookkeeping and accounting machines become desirable and a justifiable investment.

Statistical Background Of The Problem (Growth)

In 1955 the business office staff of one small college⁴ included the business manager, the bursar-accountant, and four students serving on a part-time basis. In the spring of 1960, five years later, this business office organization included the business manager, one half-time assistant, the bursar-accountant, one half-time secretary, and six students working part-time. According to the enrollments published in the annual college catalogs, the enrollment in 1955 was 221 and in 1960 it was 280. This small college experienced an increase of enrollment in the fall of 1960 of 44 students, necessitating the hiring of an additional full-time business assistant. The educational and operating budget showed a greater growth during this five-year period, from \$136,000 to \$214,000. Income from all sources increased from \$176,730.45 to \$317,968.51, or 80%. Added services provided for the students included kitchenettes in the ladies dormitories, vending machines, television sets in the student lounges, Blue Cross-Blue Shield insurance on a voluntary basis, and free transportation to and from public transportation depots located up to 60 miles from the campus. In 1955 the College had no active expansion program, whereas in 1960 a \$300,000 physi-

tist Colleges and Universities," unpublished thesis. Norman, Oklahoma: University of Oklahoma, 1956, p. 5.

⁴"One small college" in this paper shall refer to Tabor College, Hillsboro, Kansas, the place of employment of the author.

¹ John Dale Russell, *The Finance of Higher Education*. Chicago: The University of Chicago Press, 1954, p. 12.

²*Ibid.*, p. 21.

³Paul K. Nauce, "Business Management Practices and Plans in Selected Southern Bap-

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cal educational plant and athletic field was being built.

The size of the instructional staff increased 55% during this five-year period. The number of non-instructional staff employees, excluding the business office people, increased from six in 1955 to nine in 1960. Students on part-time employment with the college increased from 54 to 82. It is the hope of the administrations of most small colleges that the ratio of non-instructional personnel decreases as the student enrollment increases.

One unique factor which influences the size of the business staff in this small college is the modernization and rehabilitation program of the major buildings of the campus. This improvement of facilities program is mainly financed out of current operational funds, and the work is being done, as much as is possible, with the regular maintenance department staff. During this five-year period, 90% of the heating furnaces and boilers have been replaced with new, modern, automatic units. Over half of the electrical wiring has been replaced and enlarged. Seven classrooms and six science laboratories have been created or modernized. Also eleven offices were rehabilitated during this interim.

The "Sixty College Study" shows that an average of from 4.3% to 4.2% of the Educational Operating Budget of these colleges was expended for business and financial administration.⁵ One college of the sixty spent 9.0% of its Educational Operating Budget on business administration, whereas, the low college claimed

it spent only 1.9% for this purpose. The twenty colleges with enrollments of from 200 to 600 students spent an average of 4.6% of their budget on business administration. The median college in this group spent 4.5%. The college with highest per cent spent was in this group.

The ten colleges in this study with enrollments of from 1,000 to 1,400 students spent an average of 4.2% for this purpose. The median college in this group spent 4.2%. The high and low extremes were close together, 5.5% and 2.9%, respectively. A general observation taken from these statistics is that the proportion of the educational expenditure dollar spent on business administration tends to remain constant as the size of the institutions increases. The colleges involved in this study were all privately-controlled liberal arts colleges except one which was tax supported. In no other section of the total administrative organization did the proportion spent for one particular phase remain so constant as the enrollments increased. The proportion of the budget spent on the other sections of the administrative organization tended to decrease as the enrollments increased. This "Sixty College Study" also reports, in actual dollar amounts, the average, median, high, and low figures spent by each size grouping of colleges. The grouping of colleges with the largest enrollment were those with from 1,400 to 1,900 students.

The changing emphasis in fund raising, that towards corporation and commercial business, has added weight to the desire that more statistics be gathered so that the financial efficiency of private colleges may be compared.

Every business enterprise is compelled, by its own environment, to challenge the wisdom of its own plans and programs, and to justify its own expenditures care-

⁵ Irwin K. French, *A Study of Income and Expenditures in Sixty Colleges, Year 1953-1954*. Washington, D.C.: National Federation of College and University Business Officers Associations, 1955, p. 74.

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fully. When it contributes money to an educational institution, it naturally expects the institution to do likewise. Without any desire to dictate to a college how it shall use its money, a business concern, as donor, will want assurance that the college knows how it is using its money and to what end. While careful husbanding and employment of financial resources has been a historical requirement in colleges and universities, the requirement for justifying usages of funds has been less common than in business. Today, however, such justification is becoming one of the most important points of emphasis in college fund-raising and financial administration.⁶

A recent survey sponsored by the College and University Personnel Association provides some statistics regarding the comparison of the number of faculty members with the number of nonacademic staff people in each institution.⁷ Business office personnel are included in the non-academic staff.

All of the colleges listed (in the table below) are private institutions except G, which is tax-supported. Most of the private colleges are church-related, both Catholic and Protestant. This table of

statistics would be even more valuable if the per-student costs were known.

Even though the ratio of faculty to staff varies from college to college, a general observation might be that the number of nonacademic employees often is equal to the number of faculty members. In six of the cases the number of nonacademic employees was higher than the number of teachers. This same survey reported that the office and clerical groups of employees had the highest turnover of personnel. The rate for this group was much higher (80%) than that of the next highest groups: food service (35%), custodial employees (23%). Personnel of other groups of employees, such as residence hall personnel and maintenance men, was much more stable. The most important current reasons for staff employee turnover in the order of their importance were: better position, moving from city, maternity or health, marriage, personal reasons, working conditions, and unsatisfactory work.

The most typical salary scale used was

College	Undergraduate Enrollment	State	Faculty	Staff
A	670	Iowa	42	76
B	682	Illinois	46	50
C	710	Louisiana	47	16
D	719	Pennsylvania	60	50
E	839	Iowa	64	98
F	878	Illinois	66	74
G	880	Montana	62	46
H	958	Minnesota	92	230
I	1,000	Wisconsin	41	62

⁶ French, Irwin K., *op. cit.*, p. 10.

⁷ *Personnel Practices in Colleges and Universities*. Champaign, Illinois: College and University Personnel Association, 1958, pp. iv-xiii.

one which has five steps and annual progressions granted on the basis of a combination of length of service and merit. Merit in most cases means satisfactory

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performance, rather than "above average" performance. Forty-one per cent of the 143 responding institutions reported that they made an attempt to adjust wages up or down according to the national cost-of-living indices.⁸

Business Personnel Organization Structure

The business personnel organization in a small college is dynamic, rather than static, in nature. The organization structure should be designed to suit the size of the institution, the scope of its educational offerings, the educational philosophy of its board of control and constituency, and its plans for future development. As the college grows and as educational standards change, the structure must be modified and kept up-to-date through periodic re-examination.

John A. Shubin, Professor of the Economics of Business Operation and Stabilization at New York University, proposes a nine-point procedure for the designing of a business organization structure. Although this procedure is primarily for commercial business, the principles set forth also may apply to the educational business office.

1. State the objectives and scope of business operations.
2. Separate the activities logically and set up distinct functional divisions.
3. Delegate formal authority and responsibility.
4. Assign specific duties to departments and their subdivisions.
5. Establish the required staff-assistant positions.
6. Set up the required committees.
7. Develop systems of standard procedures and instructions for all routine activities.
8. Prepare a policy manual, an organization chart, and an organization manual.

⁸ *Personnel Practices in Colleges and Universities*, op. cit., p. 26.

9. Select qualified personnel.*

Shubin further defines "policies" as the general rules or guiding principles by which managerial decisions, programs, and procedures are determined. The principles of simplicity and homogeneity should be followed in the logical separation of activities. Simplicity makes for definiteness and decreases overlapping of responsibility. The business office functions and their subdivisions should be based on the principle of homogeneity—that is, groupings should bring together activities that are similar or directly related. The organization manual is an important organizational tool, which is lacking in some small college business offices. To begin with, this manual could contain written specifications for each business staff position, committee, and key job. Such specifications should cover the objectives, functions, jurisdiction, responsibilities, relationships, and limits of authority of each staff position.

A brief examination of "rules and regulations" might be in order at this juncture. Dr. Walter L. Daykin, Professor of Labor and Management at the State University of Iowa, has made the following pointed statements concerning rules and regulations.

Rules are necessary. As a matter of fact, I do not know of any society or social order that ever existed without some kind of a set of rules. Since human beings are not rational, but psychological and quite emotional, they do not like rules even though they are made for their own good. We must remember that rules are necessary for discipline and orderly procedure in any line of work. It is obvious that a society or institution has the right to protect itself against anything that will hamper any part of its operation.

* John A. Shubin, *Business Management, Efficiency Surveys and Systems*. New York: Barnes and Noble, Inc., 1955, p. 35.

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In formulating rules it is well to remember that rules are usually made as the result of the behavior of a few persons and therefore should not be of a penalizing nature. Rules should be made to serve some intelligent function and, when making rules you should ask what you want the rule to accomplish and is this the device that will accomplish it.¹⁰

No discussion of the business personnel organization in a small college is complete without a reference to the problems which arise with change. The American College Public Relations Association studied this problem in connection with their Conference on Organizational Principles and Patterns of College and University Relations. This Conference was attended by college presidents, public relations officers, representatives of regional accrediting associations, and a few college business officials. These conferees reported the following in their findings. "Any institution which alters—or, particularly, adds to—its administrative structure may face the problem of suspicion and, in some cases, almost automatic dissent. Faculty members are shy of any increase in administration, and many institutions have seen new and needed administrative posts neutralized by resistance. Other administrators may look askance at new power figures, particularly if they are interposed between themselves and the top level."¹¹

¹⁰ Walter L. Daykin, "Rules Versus Individual Needs in Personnel Administration," *Minutes and Proceedings of the Ninth Annual Conference, College and University Personnel Association*, Iowa City, Iowa: State University of Iowa, Iowa Center for Continuation Study, 1955, p. 11.

¹¹ *The Advancement of Understanding and Support of Higher Education*, E. H. Hopkins, Chairman of A Conference on Organizational Principles and Patterns of College and University Relations, White Sulphur Springs, West Virginia: American College Public Relations Association, 1958, p. 18.

The conferees continued by pointing out that information could be provided the faculty showing the need for staff changes or increases. As better service is given to professors and students, the changes become more emotionally acceptable. Patience, obviously, is also required. The conferees suggested that new business personnel should be chosen chiefly as educators, and secondly for their technical competence. Essentially, business office personnel should think of themselves as, and try to be, non-teaching educators. Business staff people need to add another quality to the elements which make them competent. Each employee needs confidence in himself and self-respect. If each is to be accepted as a legitimate member of the college faculty and staff, he must carry part of the responsibility to prove to them that "he is worth his salt."

Functional Organization And Division Of Labor

Efficient business personnel organization in a small college is possible with a logical division of labor and proper allocation of working time. The prominence of the human element in the managerial process may force the business personnel organization away from logical job relationships. The talents and skills of the employees at hand must be taken into account when the division of labor in the business office is being planned. The keeping of working time records, even if for only part of the fiscal year, will prove valuable in the description and evaluation of business office positions. For example, the author of this paper kept an accurate record of his on-the-job activities for the months of June, July, and August in 1957. This small college had an enrollment of 247 students the

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previous spring. The business manager recorded his activities every fifteen minutes during each eight-hour work day. The following is a tabulation of the division of his labor time.

<i>Functional Area</i>	<i>Percentage of Total Labor Time</i>
1. General Business Management	33%
2. Management of Auxiliary Enterprises	23%
3. Student Advisement and Finances	14%
4. Campus Development and Improvement	11%
5. Public Relations	8%
6. Educational Plant Maintenance	8%
7. Professional Meetings and Improvement	3%

Included in the general business management area were functions, such as operating budget control, discussion of staff problems, purchasing, Board of Education relations, and faculty committee meetings. Student Advisement and Finances included approximately equal time given to collecting student accounts, room assignments in residence halls, student part-time employment, and interviewing prospective students. During the summer of 1957, the business staff included the business manager, the bursar-accountant, a senior student assistant, and a half-time secretary. Three years later, in the fall of 1960, the similar functions were supervised in the following manner by a managerial staff of men with college degrees.

FUNCTIONAL ORGANIZATION OF A SMALL COLLEGE

Business Office, September 15, 1960
(Enrollment of 320 students)

- I. Title "Business Manager and Coordinator of Development." Full-time work load

1. Educational budget preparation, estimation, and control
2. Chief purchasing agent
3. Office manager of secretarial and student office help
4. Board of Education reports and relations
5. Coordinator of development program
6. Community and city relations (Chamber of Commerce)
7. Chairman of Student Scholarship Committee
8. Administrative Council member, Lecture-Concert Committee
9. Investments program and auxiliaries operations
10. Supervision of buildings and grounds service

- II. Title "Assistant Business Manager and Cafeteria Manager." Half-time work load

1. Counsel students and collect tuition
2. Assist Business Manager with government student loan program
3. Married student housing
4. Assign and coordinate on-campus student employment
5. Member of Athletic Committee and Lecture-Concert Committee
6. Manage college cafeteria

- III. Title "Assistant to the Business Manager." Full-time work load

1. Day-to-day financial operation of dormitories
2. Ordering and procurement of minor purchases
3. Assign off-campus student employment requests
4. Expenditure clerk on new building construction
5. Coordinate student organization finances
6. Transportation officer
7. Render special and related services as needed

An enrollment increase of 50 to 100 students will require the hiring of additional technical help. Part of the additional tuition income will be needed to pay these salaries and to purchase additional business office equipment. At present, one-third of the student body is employed by the college on a part-time basis. As the college enrollment in-

creases, this proportion may decrease. This would result in a comparatively lower business office expenditure for the direction of the student work program. At present the Board of Education (a church elected board) provides for about 40 per cent of the Educational Operational Budget. If this ratio is maintained as the budget increases, the amount of Board of Education subsidy will not affect the business personnel organization. If, conversely, the Board of Education is not able to maintain this ratio in the future, then the business organization will need to expand in order to do more fund soliciting.

The college radio broadcast is one of the largest "educationally related activities" sponsored and financed by the college. This broadcast was started by the Alumni Association before the present campus development program was approved. During the early years of the broadcast, it was an excellent outlet of expression for promotionally-minded professors, ministers, and alumni members. The present ambitious campus development program is now meeting this need. If the broadcast were dropped or reorganized in the future, this change would affect the business personnel organization by making more time and finances available for other business functions.

The constituency and community public service program also influences the business personnel organization. At present, five per cent of the Educational Operating Budget is used for this program. The largest item included is travel and transportation. Salaries, printing, and supplies are also expended in this program. The establishment of a speakers bureau, a program of community music clinics, traveling debate and drama groups, and more

musical group tours would also force an expansion of the business personnel organization because of the additional record keeping, procurement of additional college-owned vehicles, and other related purchases.

According to present administrative policy, this small college will not expand into vocational areas which require large capital outlay and a high per-student operating cost. Vocational areas for which interest has sometimes been expressed include field agriculture, agricultural mechanics, shop and woodworking, engineering, and nursing.

The Business Personnel Organization And In-Service Training

The typical small college often employs new business staff members who do not have previous college business experience. New staff members are usually recruited from commercial business or from the teaching profession. Casual observation would point out that there is little employee transference from one small college to another. Vocational mobility usually takes place vertically within the same college business office or to a better position in a larger college or university office. All new employees should be given a period of probation during which management can observe their progress in being able to combine educational ideals and values with commonly accepted commercial business practices.

A deliberate in-service training program may be part of the answer to the problem of providing trained and competent help with an educational point of view. Paul K. Nauce reports on a study made by Earnest Fredic Knauth in his recent book, "The College Business Manager," as to the agency used to recruit

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business managers. This diversity of channels of recruitment of business managers may also be applied to other business office personnel.

Agency	Percentage ¹³
A. Through invitations by friends in the college	14%
B. Through advancement from other administrative posts	12%
C. Instructor in same college	11%
D. Previous contacts with the college	10%
E. Through placement bureau	7%
F. Through invitation by friends not in the college	7%
G. Various other means	11%

Based on general observation, it might be said that employees in the accounting function of the business office are able to use much of their previous commercial training or experience. The accounting function personnel may have the highest job transference between it and the commercial business world. In larger college business organizations, the employee personnel director's office may show a high degree of transference from commercial business.

This problem might make an excellent research project, since there is a dearth of published material on this subject.

Donald E. Dickason feels that most colleges are not living up to the opportunities available right on their campuses for in-service training. We quote:

One of the ironic facts concerning the status of colleges and universities as employers is the relative lack of use by these institutions of the facilities existing on their own campuses for the improvement of the services, knowledge, and efficiency of their own employees. Many of these institutions have gone to great lengths in sending extension representatives off of the campus to provide guidance and direction to business and industrial organizations in training programs for their

worker and supervisory forces. . . . Yet, when it comes to its own employees, working right on its own campus and in close contact with the teaching staff, about the only educational advantages many institutions have provided have been those offered simply by geographical nearness. . . .¹³

This recognized authority on college employee personnel problems suggests some methods of changing this situation. One of his suggestions is that employees should be encouraged to enroll in classes which include areas of knowledge directly related to the employee's job. The employee should be let off his job for a reasonable portion of time for courses of this type. He could continue to receive full compensation for his work and also be exempt from paying the regular fees for the class. Furthermore, he suggests that employees be urged to enroll in night and extension courses which would broaden their understanding and general education. An alert business office administrator will provide for special meetings or short courses with his employees in order that both technical and institutional information can be shared.

Staff ignorance often breeds suspicion. The whole business personnel organization can often be strengthened and be more efficient if the members have adequate information and are made to feel as "part of the team." A sense of participation boosts morale. The business staff members can be encouraged to plan their own group activities and to participate in making many decisions which will affect their work or working conditions.

During the last decade, formal, aca-

¹³ Donald E. Dickason, *Personnel Administration on the Campus*. Champaign, Illinois: Office of Nonacademic Personnel, University of Illinois, 1954, pp. 13, 14.

¹³ Nauce, Paul K., *op. cit.*, p. 23.

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demographic programs of study have been developed at three universities. The geographical distribution of these centers makes it possible for business office personnel to continue their in-service training under nationally known and recognized authorities. Business office employees should be encouraged to enroll in these short courses during their annual vacations. The University of Omaha pioneered in offering a short course of this type. The late Charles Hoff, financial Vice-President of the University for many years, provided the inspiration and energy to start a course of specialized studies in the field of college business management. This short course meets annually during the last week of July and provides a five-year course of study. A system of scholarships, sponsored by the Carnegie Foundation, has made it possible for business personnel from all 50 states to attend. The sharing of information from so geographically diversified a group should result in an interest towards more efficiency and uniformity.

The University of Kentucky at Lexington began a "College Business Management Institute" in 1952. This institute, similar to the one at Omaha, combines the lecture and workshop methods of instruction. The institute course is designed to be completed in three consecutive summers. The University of Kentucky classes are taught during the second last week in July. Students of either short course may earn two hours of college credit. One hour may be earned during the week of attendance and the second hour is earned through independent study and research projects. The Southern Association of College and University Business Officers in 1960 provided \$500 to be used as scholarships. The Univer-

sity is making plans to procure further scholarship funds.¹⁴

The West Coast Workshop in College Business Management is sponsored by the University of California at Los Angeles. This short course takes place either in late summer or fall. The two-year course emphasizes the seminar type of program in a residential setting. Close, personal interaction and exchange between instructors and students is encouraged. This annual week of intensive sharing of ideas and problems has been shifted among a number of locations in northern and southern California.

Purdue University, Lafayette, Indiana, sponsors the "Physical Plant Management Short Course." This two-year program of lectures also meets during the second last week in July. The course content is designed to train physical plant administrators and assistants in sound methods of organization and management. The class schedule also provides those enrolled with an opportunity to become acquainted with the systems of operation employed in other educational institutions. The increased use of power and hydraulic equipment used in physical plant maintenance and operation is requiring a higher type of employee and supervision. Physical plant and business office personnel may become more similar and equal as this trend continues. This trend should have a favorable effect upon the business personnel organization of a small college.

Purchasing activities are a major function provided for in most business office organizations. The National Association of Educational Buyers (N.A.E.B.) produced a manual for in-service training for

¹⁴ *College Business Management Institute*, Lexington, Kentucky: A Bulletin of the University of Kentucky, 1960, pp. 5-7.

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purchasing personnel. The N.A.E.B. Committee on Education included an excellent statement of in-service training theory, which we quote:

In-service training of employees is the planned direction of their learning activities. Well-trained employees understand institutional policies and regulations, know well their respective duties and responsibilities, and contribute to effective methods of fulfilling those duties and responsibilities. The basic strength of a department is determined by the capabilities, abilities, and attitudes of the personnel who comprise it. It is, therefore, a prime responsibility of the administrative department head to devote such time and energy as are necessary for the development of the personnel in his department.¹⁸

The Committee on Education further describes the three commonly recognized general classifications of training methods: the informational, the instructional, and the conference methods. The informational method is least employee-centered. The supervisor tends to give the employee only the information which he feels is important. The new staff member should be encouraged to ask questions and seek explanations concerning the items not clear to him. This method is used when large groups need to be trained. The instructional method is basically a "learning-by-doing" process under the leadership of an instructor. The supervisor watches and guides the new staff member through the business office procedures. The conference method involves two or more individuals pooling their ideas in order to solve their collective and individual problems. This method has value in modifying thinking and attitudes and in extending one's practical knowledge

through the experiences of other staff members.

The N.A.E.B. sponsors an annual "Purchasing Institute." This one-week activity is in its twelfth season and usually takes place during March. The locale of the institute is changed each year so all sections of the nation can benefit through attendance. Western locations have been favored the last few years, even though the geographical center of the Association membership is near Cincinnati, Ohio.¹⁹ The N.A.E.B. and the College and University Personnel Association (C.U.P.A.) are the two nationally organized groups to which officials of the Federal Department of Health, Education, and Welfare often turn for advice regarding current educational financial problems.

Summary

The problems of the business personnel organization in a small college have interested the writer for more than five years. This paper has provided an opportunity to investigate the present status of professional literature on this subject. According to the evidence found, during the short period of time assigned, the writer feels that certain functions included in the small college business organization are being studied actively, and the findings of the professional associations, government bureaus, and interested university faculty members are coming into distribution and use. Among the functions, in which information is becoming available, are purchasing, financial management, staff personnel, and physical plant administration. Unit costs and other

¹⁸ *A Tentative Program for the In-Service Training of College and University Purchasing Personnel*, for distribution at the 30th Annual N.A.E.B. Convention, 1951, p. 1.

¹⁹ *Buying for Higher Education*, a monthly bulletin of the National Association of Educational Buyers, vol. XXVII, no. 1, p. 1.

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meaningful measurements of efficiency are being established in these areas.

The subject of small college business organization structure needs further research and study. Granted that this subject contains many intangibles, it remains a challenge to develop methods and units of measurement for institutional comparison purposes. The methods employed in institutional self-studies carried on by individual colleges may prove a means of strengthening the business personnel organization in the small college.

The Council for the Advancement of Small Colleges (CASC) was organized in 1956 for the purpose of providing a channel through which new ideas and research could be tried in the small college setting. Dr. Alfred T. Hill reports that, "these colleges have discovered that in attempting to solve their own particular problems they are contributing to the solution of national problems far beyond the limits of their own organized membership. They are focusing attention upon the unique potential of all small colleges."¹⁷

Dr. Roger C. Gay, president of Nasson College, has observed as follows:

Small colleges have long been considered the seed beds for educational experimentation—for the development of new ideas and approaches in education. Anyone who has tried to buck an idea through the departmental organization and up through the university senate knows what a frustrating experience it can be to try to change anything. . . . All down the list you will find small colleges experimenting, undergoing critical self-appraisal, and improving, because with relative smallness there is a high degree of flexibility and responsiveness to changing needs and conditions.¹⁸

It is the hope of the writer that, as the study of the small college, including its business management, continues and matures, the characteristics of an efficient business personnel organization will be more clearly defined, evaluated, and functionally combined.

¹⁷ Alfred T. Hill, *The Small College Meets the Challenge*. New York: McGraw-Hill Company, Inc., 1959, p. 2.

¹⁸ *Ibid.*, p. 26.

CUPA's bookshelf

Governance of Colleges and Universities,
by John J. Corson, McGraw-Hill Book
Company, New York, 1960, 209 pp.,
\$5.50.

The author of this volume states that the wide variety of decisions made in the operation of a college or university can usually be classified in six categories: educational and research program; student affairs; faculty affairs; external relations, i.e., alumni, legislative, and general public relations; finance; and physical development. The purpose of this study was to examine the manner in which the responsibilities for making decisions are distributed among trustees, administrators, faculty, and staff.

Most people involved in the field of education will agree with the author in his feeling that the rapid growth in enrollments plus multiplying educational needs and the demands of American society call for a re-evaluation of the adequacy of our educational programs, especially in regard to curriculum adequacy, financial management, and administrative process. He feels that all members of the academic enterprise must coordinate their activities to eliminate inflexible, tradition-bound practices, while, on the other hand, stimulating the enter-

prise of each individual as much as possible.

The text is essentially divided into two general areas. The first describes the various functions of college and university governance, such as relations with trustees, presidents, academic officers, and faculties, and indicates not only their significance in the governing process, but also how this process has evolved. The author points out very clearly how certain segments of governance are changing and how others should change but are currently tradition-bound and create inflexibility and clumsiness in administration. In the second area, the author describes the influence of external groups (such as alumni, donors, foundations, government, accrediting agencies, and others) on those within the institution who are responsible for making decisions. Special attention is paid to the type of leadership changes that seem necessary and to suggestions for college and university administrators to use to achieve the ends they deem desirable.

Mr. Corson has done a good job on the organization of material, especially in view of the very broad field he is covering. His approach is essentially philosophical, with supporting use of surveys and statistical data. I think many readers will

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feel, as I did, that this approach reflects many personal experiences, yet its detailed presentation will offer something new to each reader.

Clyde R. Wisch
Personnel Manager
South Dakota State College

- * "Management of Differences," by Warren H. Schmidt, Director of Conferences and Community Services, University of California, and Robert Tannenbaum, Professor of Personnel Management and Industrial Relations, University of California at Los Angeles, *Harvard Business Review*, Nov.-Dec. 1960, pp. 107-115.

For many personnel directors, one of the most difficult tasks is to reconcile differences of opinion among members of their own staffs and among various departments. In educational institutions, the personnel director also assumes responsibility for reconciling the academic and nonacademic viewpoints.

The purpose of this article is to help the executive increase his skill in resolving differences of opinion in such a way as to encourage individual initiative and promote the objectives of the entire organization. A difference of opinion, the authors believe, is not inherently bad. It may reduce the effectiveness of the individual and the organization, or it may benefit both. When disagreements are consciously avoided, new ideas are discouraged, and traditional ideas are not adequately examined.

The authors make specific suggestions for diagnosing and resolving conflicts of opinion. They advise the executive to at-

tempt to understand, rather than to evaluate, conflicting viewpoints; to withhold judgment until all relevant facts are known; to clarify the nature of the conflict; to recognize and accept the feelings of the individuals involved; to facilitate communication among the disputants; to suggest procedures for resolving the differences; and to avoid solutions based on personal status without regard to the best interests of the organization.

- * "The Committee Revisited," by Julius E. Eitington, Training Officer, National Park Service, *Personnel Administration*, Nov.-Dec. 1960, pp. 10-18.

Committee activity is a fact of modern organizational life, both in industry and in educational institutions. The purpose of this article is to evaluate the role of the committee in planning and formulating business policies, and in solving management problems. Many college and university personnel officers will agree with the author that committees sometimes procrastinate, obfuscate, duplicate, proliferate, and attenuate responsibility. On the other hand, the author believes that committees can be helpful in improving communication, overcoming personal friction and rivalry, training future executives, promoting acceptance of new or unpopular ideas, and increasing flexibility in management.

One of the conclusions of this article is that committees have become a permanent element in management and the extent of their participation may be expected to increase. They reflect a trend of increasing democracy in management. Instead of condemning committees as obstacles to good administration, the author suggests that executives should recognize their limita-

* Prepared for THE JOURNAL by Robert Mears.

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tions, benefit from their advantages, and learn to cooperate with them.

Recommendations for increasing the efficiency and usefulness of committees include the following: keep them advisory, crisp, and orderly; select a chairman who is skilled in group leadership; circulate agenda for meetings in advance; train committee members in group behavior. Personnel directors are in a strategic position to assist in accomplishing these objectives.

- * "Use and Abuse of Intelligence Tests," by John C. Flanagan, President and Director of Research, American Institute of Research, Pittsburgh, Pennsylvania, *Public Personnel Review*, Jan. 1961, pp. 24-28.

The general intelligence test, although used extensively in screening applicants for positions in industry and the armed services, has been eliminated from most

* Prepared for THE JOURNAL by Robert Mears.

civil service testing programs. It has been replaced by a variety of tests measuring specific aptitudes for various jobs. The purpose of this article is to explain the reasons for this substitution.

Research indicates, according to the author, that the results of general intelligence tests are unduly influenced by the applicant's domestic, cultural, and educational experience. He finds a high degree of correlation between the educational level of applicants and their test scores.

Frequently, general intelligence tests measure only one or two skills reflecting superior qualifications for a specific position. Aptitude tests developed after detailed analysis of individual jobs increase the efficiency of selection procedures.

Tests which rely heavily on general intelligence may be adequate, the author believes, when qualified applicants are plentiful. Selection based on specific aptitudes is crucial, he contends, when there is a scarcity of qualified applicants and keen competition for their services.

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Editorially Speaking . . .

(Continued from Page iv)

to university management as a whole, rather than to the Personnel Office alone. It concerns the continued evolution of the personnel program to include *all* employees—faculty as well as non-faculty. The purposes, aims, missions, and programs of sound and progressive personnel administration, when directed exclusively to one segment of the university manpower resource, create an unrealistic and artificial barrier to progressive and economic university management. The establishment of one personnel activity for all personnel of the campus is a reality at only a few colleges and universities today. Typical collegiate inertia, as associated with management, will, however, be overcome as successfully as was that which affected the establishment of the original roots of personnel administration.

The College and University Personnel Association members are prepared for, and accept, these challenges.

JOHN H. STAMBAUGH
Vice Chancellor
Vanderbilt University

If a personnel department did all its administration could expect, there would be no need for a personnel department! There would be no turnover, no absenteeism, no Workmen's Compensation, no requests for raises, no additional fringe benefits, and you would provide us with a boundless well of excellent prospects! When you provide us with these, we won't need you anymore.

Personnel work is a tough assignment. It requires a tremendous loyalty to the

university, and you have to be the advocate of the people who work for the university—particularly those who are not academic. There are two groups on the university campus—the distinguished faculty and the rest of us. This is the way colleges and universities have grown up, because they were originally a band of scholars devoted only to knowledge. The rest of us were something that had to come to do chores—the chores that are lacking in sex-appeal.

Vanderbilt has launched a tremendous building program in recent years. I could not ask for a million dollars to install new boilers in the steam plant or to add more copper inside the doors—this is lacking in sex-appeal, as compared with appropriations for scholarships or increases in professors' salaries. However, the nonacademic people are just as important as the faculty to make the university run.

You probably found when you started out that there was a tremendous gap between the faculty and the nonacademic personnel. You will also find that, as the years go by, this gap is closing. Your nonacademic personnel now have fringe benefits much the same as your faculty. From these nonacademic people, we need to develop a group of good, loyal people who will stay with the university and feel that their work will be rewarding and that it holds promise for their future.

Personnel work is becoming highly scientific: standard annual leave; sick leave; pigeon-hole job classifications. We can see this happening all around us. If you visit an industrial plant, the manager will not be likely to point out assembly-line productivity, but he will

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Editorially Speaking . . .

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point with pride to the large parking lot, the cafeteria, the health program, the safety program—even the colors on the wall that are easy on the eyes. We have learned the productivity of this, and we must measure how well we compare in this competitive age.

A university administration asks of its personnel offices simply this: get to be as modern, up-to-date, efficient, and competitive as you can. Represent these people's problems to us, because this is the only way we will get to know what they are. Teach us what their needs are. Teach us to understand that there are ways of cutting down absenteeism; that there are ways of having a sick leave program; that there are ways of having a health program that

will increase productivity; that there are ways of getting a fair classification plan on which we may base salaries; that there are ways of developing this one essential—institutional loyalty. As you know, we are jacks-of-all-trades and experts in none, and we need the assistance of real "pros" in this modern competitive age. We expect the personnel officer to come up with ideas. We expect him to be our conscience in regard to the university personnel. The administrator also should be tremendously receptive to any suggestion that his professional brings him. In the same case, the professional should study; he should be up-to-date on the latest techniques. The background of the administrator you are dealing with is quite likely wholly academic. He has no reason to know about these matters, and it is up to you to tell him.

Staffing Our Expanding Colleges . . .

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ployees. Where else do you have access to: (1) a fine library affording an almost unlimited variety of books for learning or leisure; (2) excellent art, music, and drama free of charge or at nominal cost; (3) lectures and conferences on the great issues of the day; (4) athletic contests in all sports; (5) enrollment in courses contributing to personal advancement and a better life?

To achieve excellence, an institution must have capable personnel who desire excellence. This is our challenge in the next decade.

Faculty Fringe Benefits . . .

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associated with the business world, has for some time been nurturing on American campuses. The size of the benefit programs, while varying in depth and scope from campus to campus, has reached such large proportions that whether named or unnamed, fringe benefits are "here to stay" and will increase every day in magnitude and importance.

We have inherited new difficulties, because we have inherited more privileges.

—Dr. Abram Sacher

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Ten Commandments for a Personnel Director

- I. Resolve not to let yourself get caught in a web of day-to-day administrative and technical details.
- II. Keep that resolution by delegating administrative and technical responsibilities to other staff members.
- III. Hold daily staff conferences with key personnel, and make clear your philosophy of personnel administration; show the staff the right way to settle problems, then let them settle those problems themselves.
- IV. Develop a clear statement of your personnel program for the foreseeable future, set priorities and time schedules, and let each staff member know what his responsibility is with respect to completing the program.
- V. Have regular get-togethers with your departmental personnel officers so that you can outline your program and philosophy, as well as lend an ear to their problems and advice.
- VI. Make a point of getting acquainted with key officials by visiting each department often. Find out about their program objectives and general work programs and look for ways that the personnel department can cooperate in getting their work done.
- VII. Get out and meet with groups of employees wherever they are located. Tell them about the personnel program, answer their questions, and hear their complaints and suggestions.
- VIII. Get acquainted with your communication media—press, TV, radio, etc.—keep them informed about your program and your progress, and enlist their support.
- IX. Be active in community affairs and in professional personnel activities.
- X. Stay away from political activity as such, but get to know the political personalities and forces that you must work with and who must work with you.

—Louis J. Kroeger

**PUBLICATIONS OF THE COLLEGE AND UNIVERSITY
PERSONNEL ASSOCIATION**

(Available from the office of the Executive Secretary, Donald E. Dickason,
605 South Goodwin Street, Urbana, Illinois.)

Personnel Practices In Colleges and University—Faculty and Staff, compiled by
William E. Poore, 1958, 171 pp., \$5.00 (offset).

Personnel Administration On The Campus, by Donald E. Dickason, 1959, 24 pp.,
\$2.00 (mimeographed).

A Plan Of Position Classification For Colleges and Universities, 1960, 336 pp., \$2.50
initial copy, \$3.00 for each additional copy to members; \$5.00 to non-members
(printed).

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

REPORT OF THE CHAIRMAN OF THE DEPARTMENT OF CHEMISTRY
FOR THE YEAR 1955

Submitted to the Board of Trustees of the University of Chicago
at the meeting held on May 10, 1956

By the Chairman, Professor J. H. Goldstein

Chicago, Illinois

